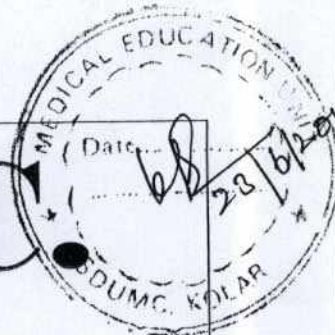


PUB: 30/2009



# N.T.T.C.

## BULLETIN



Volume: 16.2  
September 2009

Theme of this Issue  
ACTION RESEARCH

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# UNITED STATES

## DEPARTMENT OF THE INTERIOR

### BUREAU OF LAND MANAGEMENT

WASH. D.C.

1964

OFFICE OF THE DIRECTOR

WASHINGTON, D.C.

TO: SAC, ALBUQUERQUE (100-100000)

FROM: DIRECTOR, BLM (100-100000)

SUBJECT: ALBUQUERQUE NATIONAL MONUMENT  
RE: BLM 100-100000

Enclosed for the Albuquerque Office are two copies of a letterhead memorandum (LHM) dated and captioned as above.

The LHM is being prepared for the Bureau of Land Management, Department of the Interior, and is being prepared for the Bureau of Land Management, Department of the Interior.

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group discussion is activity on the part of the learner and it is democratic. The more the modalities of learning challenges presented, the more the activity of the learner, that results in a greater experience and insight. Active learning involves some kind of experience and some kind of dialogue. The two main kinds of dialogue are "dialogue with self" and "dialogue with others". Both are achieved in the group discussion as teaching-learning method.

In the present study, the problem learners who could not fare well in the first test were 13 (50%). The remaining students fared well in the both examinations. When a gain of 30% score is taken as significant improvement in the performance of a student, the group with poorer scores (less than 30%) showed tremendous improvement. The overall improvement was found in 12 out of 13 students. However, in Group B (50% and above) did not benefit much from the group discussion. Only 2 out of 11 could achieve a gain of 30% score. It appears that group discussion as teaching-learning method is a reliable method for low achievers or problem learners.

The feed back assessment scores clearly showed that active processes like various tools, hand outs along with problem oriented learning will enhance the efficacy of group discussion as teaching-learning method. In our study, there was a good turn out for the group discussion sessions as the attendance was doubled. Group discussion involved the students in heated debates. It also helped the group to respect the other's view point. It also made clear that everyone in the room may not share their beliefs.

Some of the students asked for frequent shuffling of groups. Regrouping periodically makes an inactive group suddenly becoming active. Teacher should always consider how to maintain the group dynamics. The study has not evaluated the communication skill improvement. Most of the examinations on clinical subjects incorporate case presentations and viva. It would be interesting to study whether group discussion

as teaching-learning method makes the learners any better in their communication skills.

\*\*\*\*\*

Project Report

## Evaluation of Effectiveness of Lecture by Pre-test and Post-test Analysis

*Dr. Ashakiran S., Associate Professor, Department of Biochemistry, Sri Devaraj Urs Medical College, Kolar.*

### Introduction

In the subject of Biochemistry, a 1<sup>st</sup> year M.B.B.S. student attends about 120 hours of didactic lectures, in which the theory syllabus prescribed by the university is covered. Of late, teaching media used for lecture classes have been shifted from traditional blackboard teaching to the use of 'Over Head Projector' and 'Power-Point' presentations, solely or in combination. A teacher must know the proper use of such media for effective learning. Also, the effectiveness of their use in lecture classes needs to be assessed and learn to improve upon their use as teaching tool more valuably. The objectives of the study were

- To evaluate the effectiveness of lecture and attentiveness of students at the end of lecture class by assessing whether the learner has followed the contents taken in a lecture class by means of Pre-test and Post-test scores and
- To evaluate the overall effectiveness of a series of lecture classes by using a feedback questionnaire.

### Methods

The study was conducted on the students of 1<sup>st</sup> M.B.B.S. (2008-2009 Batch) attending didactic lecture classes at Sri Devaraj Urs Medical College, Kolar. A series of 10 lecture classes was used for the study. A set of 10 Multiple Choice Questions (MCQs) having four choices as Pre-test were provided at the beginning of respective lecture class in the first 10 minutes and the students were instructed to mark the best



response. After collecting the Pre-test sheets, topic was presented by using both power-point and blackboard in the same lecture. In the last 10 minutes, the same set of 10 MCQs were given as Post-test to all the students. MCQs were designed based on specific learning objectives of the topic taken in the lecture class. At the end of the study, a questionnaire ( set of 10 questions ) was given to all students and feedback was taken to evaluate the effectiveness of these lectures.

The Pre-test and Post-test MCQs were evaluated and the scores were compiled for each lecture. Statistical analysis was carried out between the Pre-test and Post-test scores of each lecture by using paired 't' test.

## Results

Table depicts the average scores of Pre-test and Post-test of each of the 10 lecture classes. There is a clear increase in the mean score of Post-test compared to Pre-test in all the 10 lectures.

**Table : Profile of Pre-test and Post-test Scores**

Lecture	No. of Subjects	Mean $\pm$ S.D	
		Pre-test	Post-test
1.	121	2.9 $\pm$ 1.524	9.6 $\pm$ 0.941*
2.	131	3.5 $\pm$ 1.248	9.2 $\pm$ 1.261*
3.	137	5.0 $\pm$ 1.534	9.3 $\pm$ 1.141*
4.	141	3.6 $\pm$ 1.623	8.8 $\pm$ 1.582*
5.	142	3.3 $\pm$ 1.445	8.9 $\pm$ 1.496*
6.	146	3.2 $\pm$ 1.502	8.7 $\pm$ 1.559*
7.	141	4.4 $\pm$ 1.730	8.8 $\pm$ 1.224*
8.	144	4.4 $\pm$ 1.520	8.6 $\pm$ 1.578*
9.	138	5.1 $\pm$ 1.686	9.0 $\pm$ 1.740*
10.	83	3.4 $\pm$ 1.659	8.7 $\pm$ 1.802*

\* p < 0.001

In the overall ratings of lecture class on a 5-point scale from excellent to worse, 90% of students agreed that the lecture classes were 'Good-Excellent' category.

The use of AV aids was found to be appropriate by 97% of students. The background for slides was found to be appropriate by 88% of students and font and letter size were deemed to be appropriate by 94% of students. The total number of slides per lecture were thought to be adequate by 94% of students and explanation of each slide was felt to be adequate by 82% of students. 18% of students felt that some more explanation was required. 90% of students said that there was no overcrowding of slides and 97% of students commented that there were no distracting animations. Audibility of lecture was found to be good by 96% of students. 97% of students felt that equal attention was paid to all students and 98% of students found that testing of knowledge improvement was useful.

## Discussion

It is a general observation that the didactic lectures taken by use of single yet popular media namely blackboard is hard to concentrate for the entire hour from the student perspective and also it is difficult from teacher perspective to concentrate on students and keep them attentive for the entire hour. Proper use of newer media like power point presentation along with blackboard can make the lecture more interesting and also helps in keeping them attentive.

This study suggests the lecture classes by using such media were effective and also the use of media was appropriate to cover the portions in the didactic lectures. Improvement in Post-test scores in each lecture class was highly significant with p < 0.001. Also 90% of students agreed that these lecture classes were in 'Good-Excellent' category. 98% of students said that the tool used for testing of knowledge was useful. Also the feed back clearly reveals the adequate use of number of slides per lecture, with proper use of fonts, letter size and animations. Focus of slides and audibility of lecture with attention paid to the students was very well appreciated. However, since 18% of students responded that some of the slides needed more explanations, which is one of the areas that



need to be focused upon for improvement.

MCQs designed as an assessment tool in the present study served three purposes :

1. 'Set induction' to the lecture
2. Keeping the students alert by orienting them to the topic as a whole.
3. 'Summary' at the end of the lecture.

Positive feedback given by the students regarding the entire set of lectures was highly encouraging and such feedback creates interest among teachers to improve and also towards more interactive and effective teaching- learning sessions.

### Conclusion

Orienting a student towards the topic taken for didactic lecture along with the proper use of media not only creates interest in the learner but also makes them attentive and keeps them alert to learn better. Pre-test and Post-test MCQs can be used as one of the means of evaluating the effectiveness of lecture. Feedback from students can not only evaluate the lecture effectiveness, but also bridge the gap by teacher-student interaction and help the teacher to improve.

### Acknowledgements

1. NTTC teaching faculty, JIPMER, Pondicherry for their guidance in designing the study.
2. Dr. Deepthi Kiran, Assistant professor of Community Medicine, Sri Devaraj Urs Medical College, Kolar for the preparation of feedback questionnaire and statistical assistance.
3. Dr. Krishna Murthy. N. Professor and H.O.D. and my fellow colleagues in the Department of Biochemistry, Sri Devaraj Urs Medical College, Kolar for their support and encouragement in conducting the study.
4. All the Staff of Medical Education Unit, Sri Devaraj Urs Medical College, Kolar for their support and guidance.

5. All my dear students of 1<sup>st</sup> M.B.B.S. (2008-09 Batch) for their active participation in this teaching-learning activity.

\*\*\*\*\*

### Project Report Validation of Question Papers in Community Medicine Set by RGUHS, Bangalore.

*Dr. Rekha Udgiri, Associate Professor, Department of Community Medicine, B.L.D.E.A's Shri. B.M. Patil Medical College, Bijapur.*

### Introduction

Majority of the times the question papers are not structured properly with relation to its content, objective and form of questions which makes it difficult for students to understand them. Many times the question paper will not test all three domains viz cognitive, affective and psychomotor. To overcome this problem the present study was undertaken to validate whether the question paper structuring is effective or not by the students and staff by using checklist. The objectives of the study were to

- Validate Community Medicine question paper by undergraduates and staff members and
- To analyze the responses between these two groups.

### Methods

The participants involved in the study were 6<sup>th</sup> term and 8<sup>th</sup> term students and staff of Community Medicine Department in B.L.D.E.A's. University Shri. B.M. Patil Medical College, Bijapur.

A total of 30 students were selected by simple random technique, 15 students each were selected from 6<sup>th</sup> and 8<sup>th</sup> term.

Question papers from the previous five years i.e. 2004 - 2008 were selected. Each year has 2 examinations and each examination has two question papers. So a total of 20 question papers

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